

# PROGRESSION 1

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Mats out spread about the room.

## Warm-up / preparation

1

GENERAL WARM-UP  
"REACH SWING AND  
JOG"  
(Track 1)

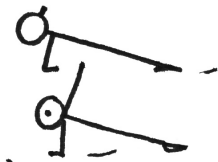


- (i.) Walk, jog and side-skip about the gym between the mats – (*change step on a signal from the teacher*).
- (ii.) Deliver General Warm-up No 1. "Reach, Swing and Jog" Music Track 1.
- (iii.) Jog about the room – STOP – place **one foot** on the nearest mat. Move the other foot as far away from the mat behind you as is comfortable (*don't overstretch – hold for approx 6 seconds*). Repeat the activity but change legs. Repeat the activity but stand sideways – on the mat and move the other foot away **sideways** (*don't overstretch and explain which muscle groups are being stretched*).
- (iv.) Jog and stop to lie down with **front of body** on nearest mat – on a signal pull arms and legs upwards so your body is in a "dish" shape – hold for 6 seconds.
- (v.) Jog and stop, then sit on the edge of the nearest mat – on a signal pull arms and legs up into the air (*stretched*) and hold for 6 seconds – balanced on hips. (*Repeat these last 3 activities – jog and stretch – several times in any order. Explain which groups of muscles are being stretched.*)

## Floor-work

- (i.) Move about the gym and over the mats showing different ways of travelling (*give pupils time to explore and show demonstrations before repeating task. Some ideas which may be used for demonstration could include:- cartwheels, sideways / forwards / backwards rolls, jumps, handstands, forward roll, dive rolls etc. This could also lead to some skill development.*)



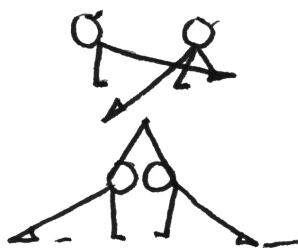


- (ii.) Can you demonstrate a **front support** position? *(Take a child who can show a good quality position and briefly go through the teaching points – strong straight arms, hands directly behind the shoulders, fingers pointing forwards, strong straight body in line with head.)* All try, and emphasise body tension, extension and clarity of body shape – all of which give quality *(Repeat the exercise with back support and side support).*

- (iii.) Can you begin in **front support** and, maintaining body position throughout, turn over to back support. Stretch out the free arm as you turn, and this means you also pass through **side support**.

- (iv.) With a partner can you match the turning movement and keep together – moving at the same time as each other.

- (v.) You can choose any of the supports in any combination and with your partner make a combined balance with one part of you in contact with each other. *(Look at and show different ideas for points of contact and partner relationships)* e.g. side-by-side, feet-to-feet, head-to-head, one behind the other, facing each other, backs to each other, crossing over each other etc.



- (vi.) Now you have established your balance, can you change it by releasing one or two points of contact with the floor and changing your body shape *(look at ideas and emphasise body tension and extension. Recognise that a smaller base means a more precarious balance).*



- (vii.) Hold the balance for three seconds then find a way of **turning** or **rolling** to travel out of the balance and back onto your feet again *(Practise the turn / roll and jump back onto feet. Show good demonstrations of a range of turns or rolls and emphasise teaching points).* Some examples of skills which fulfil this task could include:

- (a) forward roll and walk out
- (b) cartwheel out
- (c) turning jump
- (d) backwards roll to push onto feet
- (e) able pupils could show walkovers

– forward and back

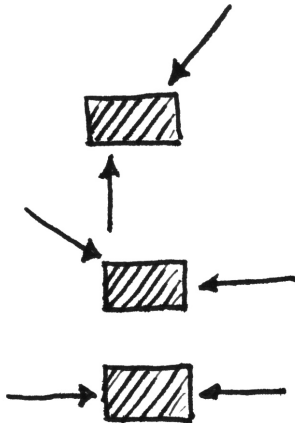
*(This simple task will enable the teacher to make initial judgements about individual skill level.)*

4

“CREATE A COMBINED BALANCE”

10 11

“BALANCE WITH OR AGAINST A PARTNER - DIFFERENT BODY PARTS IN CONTACT”



(viii.) Look at the card for ideas of combined balances (CARD 4 “Making contact to create a combined balance”) and explore some of them – modify and change them as appropriate. *(Look at some ideas as the exploration process is evolving and point out the essential teaching points concerning the role and position of the supporter. Emphasise how strong body tension is required to maintain the balance.)*

**N.B. cards 10 and 11 are also available.**

(ix.) Find a favourite balance and make it perfect! Then find a way of **turning** or **rolling away** from it to travel back onto your feet. *(Observe and comment on any modifications from section (i) of floorwork.)*

(x.) Stand away from your mat and your partner. How can you travel **towards** each other and move smoothly **into** the balance. *(Encourage pupils to approach the balance from **different directions**. Explain they can use different movements from each other and can move at different times i.e. in **canon** or **synchronisation**. Ask them to choose appropriate movements to encourage a flowing transference of weight.)*

Question for self-evaluation

- What timing do you use to meet a partner- canon or synchronisation?
- Have you selected appropriate turning or rolling skills to travel **from** the balance? – do the movements flow?
- Do you show a clear starting position?

(xi.) **Perform the complete phrase** – travel **into** the balance using canon or synchronisation hold the combined balance for 3 seconds travel **away** from the balance by turning or rolling